

**Pioneer Federation**  
**Medium term plan**  
**Cycle 2, Term 6**  
**RE**



<b>Subject:</b> RE - Thematic			
<b>Key Concept/ Theme:</b> REL2.11 How and why do people mark the significant events of life? (C, H, NR)			
<b>Prior Learning links:</b> F4 Being special: where do we belong? 1.8 What makes some places sacred to believers? L2.11 How and why do people mark the significant events of life?			
<b>Vocabulary:</b> Christian, Hindu, Muslim, life journey, symbol, ceremony,			
<b>School specific areas to cover (Add in any local areas of study, trips and people)</b>			
<b>CP</b>	<b>EH</b>	<b>SMV</b>	<b>PM</b>
1	<p><b>Introduce new topic:</b> How and why do people mark the significant events of life? (C, H, NR)</p> <p><b>Prior learning reconnection:</b> What do we mean by significant life events? What are these in your life and in those of your family?            Complete the knowledge organiser front page of what we already know.</p> <p><b>LO:</b> Let's think of life as a journey – what does that mean to us?</p> <p><b>Activity:</b> Explore and use the religious metaphor of life as a journey. What are the significant milestones on this journey? What other metaphors could be used for life? Road, path, river, cycle, steps over a pond, a ladder.            Can they think of significant life events in religious life too?</p> <p><b>Future learning links:</b> Think about the milestones in Christian life. How are they marked and why are they important?</p>		
2	<p><b>Reconnect:</b></p> <p><b>LO:</b> Let's think about why ceremonies of commitment for religious and non-religious people are important to them.</p> <p><b>Activity</b>            Consider the value and meaning of ceremonies that mark milestones in life, particularly those associated with growing up and taking responsibility within a faith community. How do these practices show what is important in the lives of those taking these steps? Explore the symbols and rituals used and the promises made; explore what meaning these ceremonies have to the individual, their family and their communities; reflect on the ongoing impact of these commitments:</p> <ul style="list-style-type: none"> <li>• Examples are Christians: e.g. Baptists/Pentecostals celebrate 'believers' baptism', or 'adult baptism'. Church of England and Roman Catholic celebrations of infant baptism (note that infant baptism has been introduced in Units F4, 1.8, 1.10 L2.3 and L2.4, so build on that learning).</li> </ul>		

**Pioneer Federation**  
**Medium term plan**  
**Cycle 2, Term 6**  
**RE**

	<p>Roman Catholics celebrate first communion and confession; Church of England and Roman Catholics celebrate confirmation.</p> <ul style="list-style-type: none"> <li>• Hindus: sacred thread ceremony.</li> <li>• Jews: bar/bat mitzvah.</li> <li>• Consider whether and how non-religious people (e.g. pupils and families in your school who have no religious background; Humanists) mark these moments.</li> </ul> <p><b>Future learning links:</b> Why do we mark marriages? Are these celebrated the same way by all religions?</p>
3	<p>Reconnection: Which significant life events that mark a 'growing up' have we learnt about?</p> <p><b>LO:</b> Lets describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean</p> <p><b>Activity:</b>          Think about the symbolism, meaning and value of ceremonies that mark the commitment of a loving relationship between two people: compare wedding ceremonies and marriage commitments in two religious traditions e.g. Christian and Hindu/Jewish (NB: Christian and Jewish marriage was introduced in Unit 1.10, so build on that learning). What happens? What promises are made? Why are they important? What prayers are offered? How do people's religious beliefs show through these ceremonies and commitments? Compare with non-religious, civil wedding ceremonies.</p> <p><b>Future learning links:</b> What challenges might there be in growing up and going through big life events?</p>
4	<p><b>Deeper learning question:</b>          Reconnect: What symbolism is used to show the meaning of one life event we have learnt about so far?</p> <p><b>LO:</b> Lets think about how religion impacts believers on lifes journey.</p> <p>Activity: Work with the metaphor of life as a journey: what might be the signposts, guidebooks, stopping points or traffic jams? Does religious or spiritual teaching have an impact on believers on life's journey? Create a 'map of life' for a Hindu, Jewish or Christian person, showing what these religions offer to guide people through life's journey. Can anyone learn from another person's 'map of life'? Is a religion like a 'map for life'?</p> <p><b>Future learning:</b> Why do some people believe in God and some not? How might faith help when life gets hard?</p>
5	<p><b>Final lesson – summative session to show their understanding and learning.</b></p> <p><b>Complete the end of topic Quiz – answering the main question:</b> How and why do people mark the significant events of life? (C, H, NR)</p>

**Pioneer Federation**  
**Medium term plan**  
**Cycle 2, Term 6**  
**RE**

**End points:**

- Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean
- Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today
- Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean
- Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)
- Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)
- Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones
- Make links between ideas of love, commitment and promises in religious and non-religious ceremonies
- Give good reasons why they think ceremonies of commitment are or are not valuable today

**Evaluation:** What have the end of unit quizzes, pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP. **Plan in time to revisit gaps within units, determined by the quizzes.**